

**TEACHER'S ORAL CORRECTIVE FEEDBACK ON SENIOR HIGH SCHOOL
STUDENTS' SPEAKING SKILLS DURING THE ENGLISH FOREIGN LANGUAGE
LEARNING PROCESS**

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STUDENTS' PERSPECTIVES ON TRANSLANGUAGING PRACTICES IN TEACHING AND LEARNING ENGLISH IN SENIOR HIGH SCHOOL

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Abstract

Teacher verbal corrective feedback (OCF) for high school students is very important feedback in research on achieving learning goals. If this is not researched, this is very dangerous considering that providing OCF involves many people, namely teachers and students. This research aims to find out which type of OCF influences students' speaking skills during the EFL learning process. This qualitative method with a qualitative descriptive design highlights areas of teachers and students during the EFL learning process regarding what OCF teachers provide to their students. Observations captured the number of OCFs given using field notes, which were analyzed using the categorization method and video transcripts because this research used video capture. During the EFL learning process, the teacher gave 15 pieces of feedback, including 60% rearrangement, 26.6% repetition, 6.6% explicitness, and 6.6% request for clarification. These four types of OCF have been proven to influence students' speaking skills in accuracy and comprehension. This research is different from other research. It is hoped that teachers can better master the types of OCF so that learning does not seem monotonous and learning objectives can be achieved better.

Keywords : *Oral Corrective Feedback, Speaking Skill*

INTRODUCTION

Oral corrective feedback (OCF) is an essential issue that teachers must pay attention to when teaching speaking in class. According to Ellis (2009) in Irawan & Salija (2017), providing OCF can make an excellent contribution to English language learning. According to Oladejo (1993), Katayama (2007) in Audry et al. (2020), correction that students receive from the teacher, students can quickly influence their English skills and correct their mistakes. Teachers have reasons when giving OCF, and they tend to be inconsistent.

According to Hartono et al. (2022), correction is important because with correction, the student are aware to correct themselves. They can gain a better understanding of how the target language works. Besides that, students are able to understand how much progress they

have made entirely. This has been achieved by speaking the target language, and finally, with this correction, the students' self-confidence can increase because they know and can rely on the teacher to check their expressions or their language. According to Yang & Lyster (2010) in Milla et al., (2021), OCF can be explained as an instruction to increase attention, which is considered effective in creating conducive speaking learning. According to Ellis et al. (2006) in Lyster et al. (2013), corrections to students' speech are given because there are errors in speaking.

According to Harmer (2001) in Alhaysony (2016), when students are carrying out learning activities, excessive correction given by the teacher can actually hinder and seem ineffective for the students. Apart from that, it can eliminate communication in these activities. Judging from these problems, this research needs to be carried out to measure whether OCF is still suitable for use. Apart from that, what types of OCF are still suitable for use and can be effectively implemented in the classroom, and how do students develop after implementing this OCF.

Previous studies were conducted by Şakiroğlu (2020), Audry et al. (2020), Muslem et al. (2021), and Tesnim (2019). Firstly, Şakiroğlu (2020), the presence of OCF does not intimidate students. Secondly, according to Audry et al. (2020), students are thrilled with the OCF given by the teacher during learning. In this study, it turns out that in the lesson, the teacher provides all five types of feedback, and these types can help students influence their learning. Thirdly Muslem et al. (2021), OCF can have a good impact, especially on speaking skills. Students think that OCF is very important and very helpful in language learning. Lastly, according to Tesnim (2019), giving OCF to teachers to students cannot influence students' speaking skills. Apart from that, there is a reduction in students' willingness to speak, thereby hampering the flow of communication due to sudden interruptions, which make them feel their self-esteem is being hurt.

Several relevant studies have been carried out. Several studies have shown similar results. Like studies conducted by Sakiroglu (2020), Audry et al. (2020), and Muslem et al. (2021), which resulted in OCF is very helpful in improving students' speaking skills so that OCF becomes an essential part of learning. Meanwhile, Tesnim (2019) found that giving OCF to the teacher during learning does not help influence students' speech in vocabulary and pronunciation fluency. Therefore, researchers were to study further and clarify in more detail to find out more about which type of OCF influences students' speaking skills better during the EFL learning process.

LITERATURE REVIEW

Teaching and Learning English as a Foreign Language

English teaching and learning refers to the process of acquiring and developing proficiency in the English language. This includes the definition of English as a foreign language, teaching English as a foreign language, and learning English as a foreign language.

Definition of Feedback

According to Shan (2008) in Gulo (2008), feedback is a process of providing information in such a way that later encourages the recipient to reflect on it, learn a lesson, use it, and make a change for the better. Feedback is information given to someone who refers to what they are doing and assesses their progress (Kluger & Denisi, 1996 in Audry et al., 2020).

The Importance of Feedback

According to Obilor (2019), feedback can influence development and learning for both the giver of feedback and the recipient of feedback. Effective feedback should also be helpful for students in enhancing their understanding of studies as well as their future performance. Feedback can influence the integration of skills, knowledge, and behavior of teachers and students in the classroom during learning activities. Feedback can create responsive learners and can make students responsive to learning. Feedback can also influence education and increase student reflection on their work. According to Gibbs & Simpson (2004) in Obilor (2019), feedback can correct an error and can develop understanding through an explanation from the teacher, which results in more learning.

Type of Feedback

Students have an opportunity to reflect on their grades, understand their strengths, and identify what needs improvement in what they are doing. According to Gattullo (2000) and Harmer (2001) in Audry et al. (2020) and Ellis (2009), feedback does not have just one form but various types namely, evaluative feedback, strategic feedback, and corrective feedback.

Definition of Oral Corrective Feedback (OCF)

According to Maizola (2016), OCF is a particular type of corrective feedback used by teachers. Oral feedback is a situation where the teacher corrects the student directly when the student makes a mistake in learning, and the teacher provides a correction or comment in the form of information to the student to correct the error and make his speech better than

before. According to Fahdi (2003) in Siska et al. (2018), the focus of OCF is to help students notice and correct mistakes. Referring to this theory, OCF aims to help students correct their mistakes. According to Brookhart (2008) in Rochma (2023), OCF is a type of feedback that is participatory between teachers and students and can be communicated.

The Importance of Oral Corrective Feedback

According to Sakiroglu (2020), Mulyani et al. (2022) investigated students' preferences for OCF in speaking learning. They found that students are positive towards verbal corrective feedback in OCF. In a similar study put forward by Muslem et al. (2021), OCF should be implemented in speaking classes because it can reduce the possibility of continuing incorrect use of the target language, which leads to the fossilization of errors. Therefore, OCF is very important and has a good impact on language learning. With OCF, students will be trained to become proficient in speaking.

Type of Corrective Feedback

Consists of several types of oral feedback (OCF) given by teachers in class. According to Muslem et al. (2021), Lyster et al. (2013) in Mulyani et al. (2022), and Tedick & Gortari (1998) in Tesnim (2019), OCF is divided into six categories—namely recast, metalinguistic feedback, elicitation, explicit correction, repetition, and request for clarification.

Speaking Skills

According to Suban (2021), speaking is used to communicate with other people in a society to maintain a relationship. Through speaking, a person has feelings to express what he wants to convey and wants to have to other people. During the language learning process, interaction is required, a social dimension involving students and teachers in language learning in the classroom. The teacher is a feedback provider, participant, and prompter in speaking learning. According to Brown (2004) in Razi et al. (2021), involvement in receiving, processing, and producing information by someone verbally is an interactive process that builds meaning. According to Merry (1983) in Utami et al. (2016), speaking skills consist of four aspects: fluency, vocabulary, accuracy, and comprehensibility.

PREVIOUS STUDIES

According to Muslem et al. (2021), most students accept the OCF given by the lecturer well. After analyzing the case, it can be concluded that students believe that the OCF given by the lecturer when they make a mistake while speaking can help them learn something.

According to Laeli al. (2019), the feedback given by the teacher did not disrupt the flow of communication between students and their teacher. Giving OCF also does not cause anxiety in them, and they tend to be able to practice their speaking skills while in class.

According to Mulyani et al. (2022), OCF can help increase students' knowledge, which has a good impact. However, this OCF has the weakness of making students nervous, embarrassed, and even traumatized. Apart from that, they feel unappreciated. On the other hand, this study was conducted to find out which type of OCF influences students' speaking skills better during the EFL learning process.

METHODOLOGY

This study used the qualitative method since this study aims to carry out research exploration and deepen knowledge, namely deepening about OCF and explaining problems that can ultimately be answered, which is exploratory, which is a characteristic of qualitative methods. The participants involved in this research were English teachers who taught at a school in the city of Garut with only one teacher. The researcher chose only one teacher who teaches in class 11. The place chosen by the researcher is one of the favorite schools in the city of Garut. The type of instrument used to obtain data is observation. Observations are used to capture the amount of OCF provided using field notes. The researcher made field notes containing a table between the expressions of giving feedback from the teacher and the type of OCF because using field notes makes it easier for researchers to categorize OCF.

According to Ary (2010) in Maizola (2016), the data recording that is usually used when collecting data during observations is field notes. In line with the studies of Maizola (2016), Siska et al. (2018), and Hartono et al. (2022), researchers also use video recording because it can help researchers store data to prevent errors in the data collection process. Researchers analyzed students' speaking abilities. According to Merry (1983) and Utami et al. (2016), there are four aspects of speaking skills: fluency, vocabulary, accuracy, and comprehensibility.

Data results from observations were analyzed using qualitative descriptive methods. According to Miles, Huberman and Saldana (2014) in Razi et al. (2021), data condensation, data presentation, and drawing conclusions/verification are procedures for conducting data analysis.

FINDINGS & DISCUSSIONS

The results of this research are that there is an increase in students' abilities after being given OCF by the teacher. Before students get OCF, they do not appear hesitant and appear confident

to speak in front of the class. Likewise, after the teacher gives OCF, students look relaxed and confident. In its implementation, the teacher provides training to students using Indonesian. Then, the students translate it into English. After that, the teacher gave directions to several students to record the results of their work on the blackboard. After the students take notes on the board, the teacher appoints 6 students to read the translation results given.

The teacher uses reading-aloud techniques to measure students' speaking skills during the learning process. Reading aloud is an activity that can influence better speaking skills. The teacher gives 15 feedbacks during the EFL learning process. Among them are 9 (60%) recast, 4 (26,6%) repetitions, (6,6%) 1 explicit, and (6,6%) 1 clarification request. In accordance with the explanation above, it is clear that the feedback that often appears during learning is recast feedback. Feedback is given because there are pronunciation errors from students. All 15 of feedback given by the teacher indeed train students' speaking accuracy and comprehensibility.

The findings of this study are in line with the findings of Audry et al. (2020) and Muslem et al. (2021), OCF can help students improve their learning, especially in speaking skills. Providing OCF can improve students' speaking skills because there is constructive feedback so students can speak better. As in this study, the feedback given by the teacher is constructive feedback, not to bring down students in front of their classmates. Feedback given with the aim of building students' skills will not have a harmful impact.

The recast type of OCF was most widely used in this research. The percentage taken from the research results is 60% during the learning process. So, the results of these findings refute research from Öztürk et al. (2016), recast creates ambiguity when students receive the feedback and causes anxiety, which ultimately makes it difficult for students to understand it.

Providing the OCF repetition type can bring an increase in students' speaking skills. The percentage of giving OCF in this study was only 26,6%. Unlike research conducted by Siska et al. (2018), the presentation obtained for the OCF repetition type was only 2.1%. %. Even though it is only 26,6%, it can influence students' speaking skills better. It is in line with research from Laeli and Setiawan (2019).

In this research, giving the OCF clarification request type received the smallest percentage, the same as explicit correction, namely 6.6%. This research is different from Hartono (2018) findings because there are no findings regarding clarification requests.

The OCF explicit correction type can influence students' speaking skills better in the EFL learning process. It is in line with research from Tesnim (2019), which shows that explicit OCF positively influences EFL students' grammatical development. Even though the OCF explicit correction type only came out once in this study, the results after providing this feedback were indeed proven to influence students' speaking skills better. The percentage of OFF explicit correction type obtained from the research results was 6.6%.

In this research, giving the OCF clarification request type received the smallest percentage, the same as explicit correction, namely 6.6%. According to the results of this research, this type of OCF clarification request can influence students' speaking skills better.

Regarding the study from Harmer (2001) in Alhaysony (2016), they discuss the provision of OCF, which turned out to be ineffective after researchers made observations that the presence of OCF learning was much more effective. Because researchers see that providing OCF does not decrease learning, it actually increases the quality of education. Feedback provided by the teacher can influence students' speaking skills better, and interaction occurs between students and teachers in learning.

In line with research from Anggoro (2013) and Hamidi et al. (2022), corrective feedback has a positive impact on influencing students' speaking skills better in an element of English speaking accuracy. In the results of this research, teachers put more emphasis on their students practicing accuracy and comprehensibility in speaking as an EFL learning goal. All feedback is aimed at training students' speaking accuracy and comprehensibility. Therefore, this research refutes Tesnim (2019) findings that OCF cannot influence students' speaking skills for better fluency, vocabulary, and pronunciation.

CONCLUSION

There is something unique about this research. It is proven by research from Tesnim (2019), that giving OCF does not increase students' skills in vocabulary, fluency and pronunciation. Research conducted by researchers confirms this finding that OCF can indeed influence students' acquisition of pronunciation as evidenced by a large number of accuracies, almost all of which arise from the feedback provided by the teacher. Recast is the highest level of feedback given by teachers to students and has a perfect impact on the EFL learning process. So, the results of these findings refute research from Öztürk et al. (2016), recast creates ambiguity when students receive the feedback and causes anxiety, which ultimately makes it difficult for students to understand it. The percentage of giving OCF in this study was only 26,6%. Different from research conducted by Siska et al. (2018), in line with the theory of Dabaghi et al. (2006) in Almeida et al. (2016) and Harmer (2001) in Alhaysony (2016), there is an increase in students' speaking skills.

The types of OCF that can influence students' speaking skills better during the research are recast, repetition, explicit, and clarification requests. Teachers do not give all types of feedback to their students because teachers are more comfortable using feedback that has a quick impact on their students, so during learning, the only feedback that appears is these four. The type of OCF that does not appear during learning does not mean it is ineffective when used with students. In learning, every teacher has a different way of responding to their

students, especially in providing feedback. In this research, only these four feedbacks were used during the EFL learning process.

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